



Concordia
UNIVERSITY

Black Community Initiative Pilot Project

A partnership for excellence and advancement

Report to

Donald L. Boisvert, Ph.D., Dean of Students
Chair, Advisory Committee on Multiculturalism
and Issues of Equity

June 1999

Executive Summary

The University embarked on The Black Community Initiative in the fall of 1997, as part of a two-year pilot project on Multiculturalism and Issues of Equity. Through the Initiative, Concordia sought to initiate and coordinate undergraduate and graduate efforts to recruit, retain and graduate students from the Black Community in Montreal. The Black Community Initiative was an opportunity for Concordia to work with its Black faculty and staff, its Black student associations and with Black Community organizations, to identify and eradicate the biases, practices and conventions which operate against the recruitment, retention and graduation of Black students. It would do this while contributing to a foundation of support and leadership that will increase the participation of students from the Black Community in higher education.

In year one:

- We began the building of internal and external networks and working partnerships with the four faculties, the School of Graduate Studies, the Office of the Registrar, Advocacy and Support Services, Counselling and Development, Financial Aid and Awards Office, Black faculty and staff, Black student associations and Black Community Associations;
- We developed a strategic plan that lends itself to regular review and revision in order to meet and reflect the needs of both the Black Community and the University;
- We developed a brochure and poster as part of our marketing strategy to promote Concordia within the Black Community;
- We networked with Black faculty and staff to create a list of resource persons to provide academic support to current and potential Black students on a referral case by case basis;
- We collaborated with the School of Graduate Studies to simplify the applications process, making it more user-friendly and accessible.

In year two:

- We built on the solid foundation established in year one by further developing the internal and external networks;
- We increased the opportunities for personal mentoring and advising for Black students by further developing the list of resource persons to include faculty and staff from the wider Concordia community;

- We provided information about Concordia's programs and services to current and potential students through tours, workshops and networking sessions with faculty and staff;
- In several cases resource persons counselled and referred potential students to a variety of programs including the Mature Student program.

We developed and installed "**Concordia Corners**" at several Black Community Associations where prospective students could access information about Concordia. We developed and launched a **website** to promote the Black Community Initiative and Concordia. In addition to the information on programs and student services, the website included the locations of "Concordia Corners", the Resource List of faculty and staff, a list of scholarships available to Black students, and links to all the relevant University home pages. We also promoted the initiative using the internal print media: *Thursday Report* and *The Bridge*, as well as *The Community Contact*, which serves the Black and Caribbean Community.

We met with resource persons from the Office of the Registrar, to provide information about the Initiative to Black students through application fairs, workshops and information sessions at high schools and CEGEP's as well as Black Community Associations and churches.

We worked with the School of Graduate Studies through the Graduate Applications Committee to improve the applications process. Our major recommendations were adopted and will be featured in the newly redesigned Graduate Application Package. Some of these included: broadening and restructuring the section on "Referees" to make it more relevant to referees other than professors, and inviting referees to highlight in their narrative statement pertinent information about the applicant that the application form does not address.

We increased information on sources and opportunities for financial support to Black students. We liaised with the Office of Financial Aid and Awards and the Office of Graduate Awards to supply information on the various forms of financial aid and awards available. We worked with Black faculty and staff and the various Black student associations to promote scholarship and bursary programs and to find suitable applicants. We worked with Black Community Associations to secure and coordinate information about their various scholarships and we provided the information to Black students.

We met with and received excellent *operational support* from:

Concordia's Faculties, Departments, Student Services and Media

- The Advisory Committee on Multiculturalism and Issues of Equity
- The School of Graduate Studies
- Resource Persons (core group of faculty and staff)
- Office of the Registrar
- Advocacy and Support Services
- Counselling and Development
- Financial Aid and Awards
- The New Student Programme
- The Faculty of Commerce and Administration
- *The Thursday Report*
- *The Bridge*

Black Student Associations

- The Caribbean Student's Union
- The African Students Association
- Railliment Etudiants Haiti-Canada

Black Community Associations, Churches and Media

- Ethiopian Community Association
- Black Studies Centre
- Quebec Board of Black Educators
- Côte des Neiges Black Community Association
- Notre-Dame-de-Grâce Black Community Association
- Jamaica Association of Montreal
- West Island Black Community Association
- South Shore Black Community Association
- Lasalle Black Community Association
- Black Star Project
- Union United Church
- *Community Contact*

The two-year Black Community Initiative "pilot project" demonstrated that:

- **The need is there!**
- **The timing is right!**
- **Concordia has the right message!**

However, in order for this initiative to realize its true potential, it must be housed in a permanent centralized area of the University, for example, in an Enrollment Management Office or in the Office of the Registrar, which currently administers recruitment activities. In doing so it must receive the necessary commitment and resources from the University. It simply cannot be sustained within its current infrastructure as a pilot project within Advocacy and Support Services. The university must build on the momentum that we have established and ensure that the hopes of the internal and external Black Community are not dashed.

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Introduction

The Black Community Initiative is a two-year pilot project from the Office of the Rector and the Deans of Concordia. It represents the implementation of one of two proposals¹ from the Advisory Committee on Multiculturalism and Issues of Equity of the School of Graduate Studies,² aimed at developing and implementing mechanisms to provide greater access to visible minority, First Nations and Black scholars to graduate and undergraduate programmes and at raising their rates of retention and graduation.

In researching this report notes from a meeting of May 2, 1995 at the School of Graduate Studies provided some background to the history behind this initiative. In 1992 following the Report of the Task Force on Multiculturalism, *Balancing the Equation: Cultural Diversity at Concordia University*, Dr. C. Bayne was appointed to chair an Ad Hoc Committee on Multiculturalism and Issues of Equity to look into the general matter of equity and inter-ethnic and inter-cultural matters in the School of Graduate Studies. 1992-93 also saw the report of the Task Force on Multiculturalism referred to the University community for response. An Implementation Committee on Multiculturalism and Issues of Equity reviewed the community responses to the report and one of the priorities was the establishment of an Advisory Committee on Multiculturalism which was to be consulted and involved in the development and follow up of many of the recommendations. This Advisory Committee was convened in 1995 by the then Dean of Graduate Studies, Dr. Martin Kusy and co-chaired by Dr. Clarence Bayne. In a December 18, 1996 letter³ to Dr. Lowy, Dr. Kusy reported on the initiatives taken by the School of Graduate Studies and the role of the Advisory Committee. He proposed that further action be taken and that a commitment be made to a university-wide program of recruitment and support in this area. In the summer of 1997, the Dean of Students, Donald L. Boisvert, was then asked to assume the chair of the Advisory Committee and initiate a two-year project towards implementing various objectives outlined in the reports. Advocacy & Support Services was assigned the project. Funding for the two years was provided from all Faculties, the School of Graduate Studies and Student Services.

Concordia's expectation is that this Black Community Initiative will support academic goals as well as contribute to a foundation of support and leadership that will

¹ The implementation of a proposal regarding First Nations is being coordinated by Manon Tremblay through the Centre for Native Education.

² Members of the Advisory Committee on Multiculturalism and Issues of Equity, Appendix A.

³ Memorandum to Dr. F. Lowy from Dr. M. Kusy, December 18, 1996. Subject: Diversity in the University: Multiculturalism and Issues of Equity.

increase the participation of the Black Community in higher education. Concordia will benefit further from enriched study, increased enrollments and an improved image within the community.

Dave McKenzie, a graduate of Concordia's Graduate Diploma in Institutional Administration Program, who has extensive volunteer and work experience within the Black Community, coordinated the Black Community Initiative. He was hired in August 1997 as the project consultant within Advocacy and Support Services (Student Services).

The Black Community Initiative was officially launched to the community on April 30, 1998, with a "Report Card Reception" in the Sir George Williams Faculty Club. The aim of the reception was threefold:

- To affirm Concordia's commitment to the initiative;
- To outline the goals and objectives of the project and the plans for its implementation;
- To acknowledge those persons within the Concordia community and members of the external Black Community Associations for their continued support and feedback.

The launch was a resounding success. In all, over 40 persons comprising faculty, staff, students and representatives of the Black Community Associations attended.⁴ They provided very insightful feedback, which was incorporated into the strategic plan.

⁴ See guest list for the Report Card Reception, Appendix B.

Project Definition

The Black Community Initiative was an opportunity for the University to work with its Black faculty and staff, its Black student associations along with the Black Community Associations to help identify and eradicate the biases, practices and conventions that operate against the recruitment, retention and graduation of Black students. This initiative has contributed to a foundation of support and leadership that will steadily increase the participation of students from the Black Community in higher education, specifically at Concordia. The objectives of the initiative were threefold:

- To recruit students from the Black Community to Concordia's undergraduate and graduate programs;
- To provide the necessary support and services to retain and graduate Black Students attending Concordia;
- To increase the visibility, outreach and presence of Concordia in Montreal's Black Communities.

The Black Community Initiative was a two-year pilot project, from August 18, 1997 to August 1999.

Project Parameters

The Project Coordinator and the Director of Advocacy and Support Services recognized from the start that the objectives of the project needed to be realized simultaneously, as the University could not recruit students without ensuring that the necessary supports were in place to retain and graduate them. We deliberately managed the project so as not to raise the expectations of the Black Community unrealistically.

We also recognized that the project was not an attempt to further ghettoize existing university services, or to unnecessarily establish new services; but rather to provide information about existing services and, where applicable, to make them more accessible to Black students. The main focus of the project was not to highlight and "right" racial injustices but to assist members of the Black Community to realize their potential while contributing to, among other things, enriched study and increased enrollment for Concordia. The Black Community is one of the largest groups of visible minorities in Montreal (over 120,000).

The most difficult parameter to establish was how to measure success and evaluate the project. In terms of recruitment and enrollment, there were no base numbers to say how many Black Students are currently attending or have attended Concordia over the years. There are no specific records of who they were/are, where they came from and what was/is their program of study. In addition to this, there was no mechanism⁵ to identify Black students and establish this base.

The Project Consultant was contracted for 17 hours per week. It was agreed that he would work from home and communicate by means of fax, e-mail and telephone. The Advocacy and Support Services Office provided the necessary administrative support. Regular meetings and consultations with the Director of Advocacy and Support Services were conducted and the project consultant was welcomed as a member of the Advocacy professional staff and attended all staff meetings. This arrangement helped to facilitate and maximize his performance in that a large part of the work, especially with the community associations, was done after hours. All hours were recorded and a weekly tasks-completed log was submitted to the Director of Advocacy and Support Services.

⁵ The need for Concordia to establish a student information system that includes data by race has been discussed with Terry Too, Office of the Registrar, in light of research into a new and improved SIS system.

Operational Budget

The commitment of \$64,920⁶ as the two-year budget allocation for the Black Community Initiative was spent primarily for salary and benefits with a modest portion of the budget reserved for non-salary items.⁷ This reallocation from the original budget proposal was determined in line with the objectives of the project. This decision was reinforced by the fact that there was no practical space available in which to house the Project Coordinator, nor was a 9 a.m. - 5 p.m. office schedule deemed an efficient way to reach out to the community and establish networks. The Project Coordinator regularly exceeded the 17 hours per week that was allocated in the budget. Therefore it was necessary to average out these budgeted hours over the two-year period in order not to completely exploit the enthusiastic energy that he brought to this Initiative. This limited salary budget, in effect, curtailed the Project Coordinator's ability to follow up successful initiatives with ongoing activities.

⁶ Multiculturalism Issues of Equity Project Budget: \$64,920 for Black Community Initiative and \$5,000 for First-Nations recruitment expenses.

⁷ See Budget breakdown, Appendix C.

Approach

Building the Networks

The first six months of the project were devoted to building internal and external networks. We convened meetings with representatives from the School of Graduate Studies, Office of the Registrar, Student Services, Counselling and Development, student clubs (Caribbean Students Association, African Students Association, and the Haitian Students Association), Union United Church, Black Community Organizations in NDG, Cote-des-Neiges, LaSalle, South Shore, and the West Island. We presented the goals and objectives of the project and we invited suggestions for implementation from the various representatives. There was a willingness to participate and people felt that this initiative was long overdue. However, the community made it very clear to us that if this project was only to provide a “photo-op” for Concordia, they were simply not interested. It took some convincing as well as establishing a personal trust and rapport among the Project Coordinator, the Director of Advocacy and Support Services and the Black Community to affirm the serious intentions of the University towards this project.

Building the Action Plan

The Action Plan for the project was developed as a working document⁸ that outlined the project’s goals and objectives, scheduled activities and resources available. The Plan lends itself to responses and input from the various principals of the project. The aim was to design and develop a program to meet the needs of both the Black Community and the University.

The Plan was divided into four sections:

- Graduate recruitment objectives;
- Undergraduate recruitment objectives;
- Support towards retention and graduation;
- Concordia’s outreach to the Black Community.

⁸ See Action Plan, Appendix D.

Implementation of the Action Plan

Graduate Recruitment Objectives

The Project Coordinator and the Director of Advocacy and Support Services met with the Associate Dean of Graduate Studies, Dr. Rosemary Hale, to discuss why more Black Students were not moving on towards graduate work. Together we identified a gap between Graduate Studies and the students they were trying to attract. We identified the need to get back to basics and examine what it takes “to get students through the door” starting with the application process, which in its present state was sometimes a barrier to students whose personal background did not include graduate studies. The Project Coordinator participated on the Graduate Applications Committee, which reviewed the whole applications process towards making it more accessible to these students.

1. Application Process

More specifically, *the application form* was being used as a screening tool for the School of Graduate Studies. The assumption was that: *if you could not complete the Application Form you would not be a successful graduate student*. This was realized to be a false assumption.

Another requirement in the application process was *letters of recommendation*. The current graduate application form was designed for *recommendations from professors only*. The problem identified was that if a potential student had been out of school for a few years, or if he/she just attended classes and left for a part-time job and did not develop a relationship with one or more professors, there would be difficulty in finding faculty referees. This form did little to encourage or accommodate recommendations from volunteer coordinators and/or work supervisors. Recommendations⁹ were made to improve the form. These along with other recommendations from members of the Graduate Studies Applications Committee were incorporated into a revised and more welcoming application package.¹⁰

The *Statement of Purpose* section of the application was identified as another problem area. A potential student's inability to compose a statement of purpose should not be a reflection of his/her capability to perform academically at a graduate level. There

⁹ See Recommendations, Appendix E.

¹⁰ See new application form

was no continuity or standard in departmental evaluations of statements of purpose: each department emphasized different needs and some departments provided guidelines as to what they needed, some did not.

2. Mentoring and advising

The assumption “*you are supposed to know*” supports the status quo and ignores the social and demographic changes that have evolved in Montreal over the past years. It was identified that Graduate Studies needed to be more proactive and welcoming. There was a dire need for mentoring and advising of those students from non-traditional university backgrounds.

In support of this objective, we developed a resource list of Black faculty and staff who have agreed to assist potential graduate students in seeking letters of recommendation, writing statements of purpose, navigating through the system and understanding what it takes to be a successful applicant. The emphasis here was on *timely interventions*. We need to assist students to get over the procedural barriers before we lose them to frustration. Additional interventions and ways to introduce graduate studies needs to be encouraged at the high school and the CEGEP levels.

3. Financial Aid

In talking with members of the Black Community, particularly youth, the concerns that graduate studies would be excessively expensive, would take “forever” to complete and would provide little job prospects at the end were expressed. We provided pertinent information to students about financial resources available to complete graduate work as well as real statistics regarding earning potential. In effect, we tried to deflate the myths.

We also provided information on scholarships and other financial awards and put this information on our website.¹¹ In addition we made this information available in the Black Community through our “Concordia Corners.”¹² The Project Coordinator, assisted by the Graduate Awards Office and the Office of Financial Aid and Awards, continues to actively work with the community associations and local businesses to coordinate and develop additional scholarships and other forms of financial assistance.

¹¹ See BCI website http://relish.concordia.ca/advocacy_support_services/bci/about.htm

¹² “Concordia Corners” are information resource displays set up in several Black Community Associations, Appendix F.

Undergraduate Recruitment Initiatives

1. Outreach

The Office of the Registrar as part of the University's recruitment plan visits high schools and CEGEP's. However, according to the Assistant Registrar, the list of institutions that participate in this recruitment program is generated on the basis of interest and invitation by the individual school. In compiling a list of Montreal high schools that have a high enrollment of Black students, we noted that these schools were not necessarily on the list of high schools visited by Concordia.

In discussing who participated in these school visits, we also realized that there was an opportunity to engage Concordia's Black faculty, students and staff in the recruitment process. This assumption was totally supported in our meetings with them where they agreed that an invitation to participate in these recruitment efforts would be most welcomed.

2. "Day at Concordia"

On Friday, January 29, 1999, the Black Community Initiative Project hosted a model program that had immediate impact, high visibility and potentially long-term benefits. This program, with additional time and resources, could be repeated several times throughout the year with equal benefits. Thirty people were identified from several Black community associations and programs to participate in a "Day at Concordia."¹³ They toured both campuses, networked with faculty and staff over lunch and participated in workshops with Counselling and Development's Career Resource Centre, Financial Aid and Awards and the Office of the Registrar. The highlight of the day was the networking with faculty and staff over lunch. This proved to be a great experience not only for the participants but also for the faculty and staff who enthusiastically gave their time and energy to these potential students.

3. Mentoring and Networking

Programs like the one described above as well as numerous exchanges with potential students, staff and faculty have convinced us of the need for a well-organized program of mentoring and networking. We need to link new and potential students with individual faculty, students and staff who have agreed to support them in getting off to the best possible start while navigating through the university system.

¹³ See Report on "Day at Concordia," Appendix G.

Support towards Retention and Graduation

A core group¹⁴ of Black faculty and staff agreed to act as mentors and resource persons to both current and potential Black students. The Project Coordinator conducted individual interviews with each faculty and staff person interested in this aspect of the project. The goals and objectives of the project were discussed and it was determined where each individual could most effectively contribute. The enthusiasm for the project was astonishing. All faculty and staff expressed the view that this initiative was long overdue and each committed himself/herself to working towards realizing the objectives.

We established working partnerships with Black Student Associations (Caribbean Students Association, African Students Association, and the Haitian Students Association). Student representatives provided valuable feedback on how best to achieve the goals and objectives of the project. Our objective in contacting the student associations was to increase communication and awareness of the programs and services already available at the university. One of the constant challenges in a university the size of Concordia is to reduce the occasion of hearing *"I don't know about this."* *"I never heard about that."* *"Are you sure this is for me?"*

Depending on how Concordia intends to improve the Student Information Systems (SIS), student associations can provide valuable help in identifying particular populations. The student associations helped to validate and ground us as we pursued key components of the project. They provided invaluable input on the text and layout of the project brochure and drafts of a potential student awareness questionnaire. This valuable resource of student creativity should not be overlooked in any future plans for this project.

Concordia's Outreach to the External Black Community

- Working partnerships have been established with more than 12 Black Community Associations and churches and newspapers.¹⁵
- *"Concordia Corners"* were installed at several Black Community Associations in the Montreal area. The associations have reported back to us that initiatives like this are key to keeping Concordia's programs prominent in the eyes of potential

¹⁴ See Resource Listing of faculty and staff, Appendix H.

¹⁵ See list of community associations, churches and newspapers, Appendix I.

students and their families. However, up-to-date and relevant information is essential for the success of such ventures.

- Upon hearing about the many programs and activities that take place at the University, the community associations remarked that their members would sometimes prefer to have the University come into the community! We found this to be quite interesting and totally feasible. Since then, faculty and staff have enthusiastically supported the idea of their participation in university workshops and information sessions at the community level.
- An attractive *brochure and poster*¹⁶ highlighting the goals and objectives of the project was produced and distributed both within the University and to the external community. We engaged the past president of the Caribbean Students Union to design the very stylized and unique logo that appears on these brochures and posters.
- On January 25, 1999, at the onset of Black History Month the Black Community Initiative *website*¹⁷ was launched. To give it prominence, Concordia featured it for the month of February on the Concordia Home Page. In addition to the information found in the brochure, the website features information on scholarships specific to Black students, the location of Concordia Corners, a list of Resource persons, etc.
- The Black Community Initiative Project has been well supported in the media. Several articles have appeared in *The Community Contact* (the local Black and Caribbean newspaper). *The Thursday Report* has regularly reported on the progress of this initiative. And, *The Bridge* newsletter featured two articles on the Black Community Initiative highlighting the goals and objectives and featuring the perspective of a Black student attending Concordia. It also featured a cover photo of the Project Consultant and the Rector which served to generate additional interest in, and exposure for, the initiative especially among the wider Concordia population.
- The School of Graduate Studies Awards Presentation was an excellent example of cooperation between the Black Community Initiative, Black Community donors and the Graduate Awards Office. The Project Consultant worked with Black faculty and staff and the Graduate Awards Officer to secure applicants and eventual winners of two annual scholarships from the Montreal Association of

¹⁶ See sample of brochure and poster, Appendix J.

¹⁷ http://relish.concordia.ca/advocacy_support_services/bci/about.htm

Black Business Persons and Professionals (MABBP) and the Quebec Black Medical Association (QBMA). The donors were extremely proud to be invited to make the presentations to the winners.

- The Project Consultant worked closely with the Director of the Minority Entrepreneurship Institute of the Faculty of Commerce and Administration and the Black Studies Centre to plan and implement a four-day on campus seminar entitled "Elements of a Successful Venture." This very successful seminar was directed towards Black Community small-business owners, community leaders and aspiring entrepreneurs. It had an enrollment of twenty-three persons.
- The New Student Program "fall 1998 Orientation" presented another opportunity to include a Black Community presence. The Project Consultant worked with the Coordinator of the New Student Program and engaged the NDG Black Community Association Steel Band to provide entertainment over the three-day orientation period. In addition, the Concordia Black students associations were specifically invited to participate in the Orientation Fair.

Conclusion

The Black Community Initiative pilot project has rapidly moved from its initial stages of networking and increasing visibility to actualizing the principal goal of increasing enrollment. In other words, potential students are now using the pilot project as a source for information and admission to the University as a whole. These potential students have responded to our outreach and are now demanding personalized attention and services. This positive response has underscored the fact that the community has heard our message. The negative aspect is that the current infrastructure of this pilot project (i.e., within Advocacy and Support Services) is organizationally misplaced to handle either the volume or the complexity of inquiries concerning admission to Concordia.

Concordia must continue to build on the growing momentum that has been established by this Black Community Initiative pilot project. The University must ensure that the hopes and aspirations of the Black Community as represented by our faculty, students and staff as well as the external community are not disappointed. From the beginning of this project we have been cautious not to raise expectations beyond what could be realistically achieved with Concordia's limited resources. At the same time the attention from the Black community has highlighted both opportunity and need.

Regardless of the lack of statistical data the foundation that has been laid by this pilot project is solid and the goals and objectives are attainable. Now Concordia must commit to a long-term investment in the Montreal Black Community. We realize that our successes are primarily anecdotal, supported by the number of contacts, meetings and inquiries that have been generated since this project began. However, we are convinced that this will result in positive community relations, high visibility for Concordia and increased enrollments.

In conclusion, our thanks and acknowledgement must be made to all those who gave their time, supportive criticism, practical advice and professional expertise. What began as a project became a mission.

Recommendations

We recommend:

1. That the Black Community Initiative pilot project graduate to a permanent recruitment unit within a university office responsible for enrollment management. In this way a broad coordination of services and programs can be maintained within a strategic university plan.
2. That a member of the Black community be hired within this recruitment office to coordinate and facilitate the goals of this particular program.
3. That recruitment plans regularly include engaging Black faculty, staff and students in high school and cegep recruitment/information visits and during campus tours and classroom visits of potential students.
4. That a mechanism be developed to survey and produce university-wide and faculty specific statistical data on our ethnic student population in a timely and professional manner.
5. That recruitment materials be specifically designed for and promulgated within the Montreal Black Community and the university at large; for examples see project WEB site, brochure and poster, community corners.
6. That funds be directed from the Capital Campaign to bursaries, scholarships and need- based financial assistance specifically for potential and current Black graduate students and that these programs be aggressively marketed.
7. That the high visibility and working relationship currently enjoyed with the Black Community be nourished and maintained. For example, through public relations efforts and participation in events, such as the Montreal Association of Black Business Persons and Professionals (MABBP) Awards Dinner and the Black Theatre Workshop's Vision Celebration.

8. That Concordia faculties and services actively collaborate with professional organizations within the Black Community in their efforts to role model and recruit university graduates into their professions. The Quebec Board of Black Educators (QBBE), the Quebec Black Medical Association (QBMA), and the MABBP currently involved with Concordia are active leaders in their fields.
9. That support be provided to the graduate and undergraduate student associations to actively promote and support community academic endeavours such as “after-school peer tutorials” & student ambassador programs, etc.
10. That a mentoring program be established to link together every new Black student with a faculty, staff or current student. In order to be effective, this program needs to be in place immediately after acceptance.

Appendices

Members of the Advisory Committee on Multiculturalism and Issues of Equity of the School of Graduate Studies (1995-96 / 1996-97 / 1997-98).

Concordia University Community:

Dr. Gerald Alfred, Associate Professor, Political Science
Ms. Johanne Babb (Secretary), Secretary, Graduate Studies
Dr. Clarence Bayne (Co-Chair), Associate Professor/Director, DIA/DSA
Dr. Claude Bédard, Dean, Graduate Studies and Research, Graduate Studies
Dr. Donald Boisvert, (Chair) Dean of Students, Dean of Students Office
Mr. Roger Côté, (Chair), Acting Dean of Students, Dean of Student Office
Dr. Efi Gavaki, Director, Community and Ethnic Studies
Ms. Corinne Jetté, Professor, Engineering & Computer Science
Dr. Martin Kusy, (Chair) Dean, Graduate Studies
Ms. Louyse Lussier (Secretary), Secretary, Dean of Students Office
Mr. Dave McKenzie, Project Consultant, Black Community Initiative
Dr. Sushil K. Misra, Professor, Physics
Dr. Shahrzad Mojab, Professor, Applied Social Sciences
Dr. Dan Otchere, Professor, Economics
Mr. Pankaj Patel, Graduate Student
Ms. Lidia Santos (Secretary), Secretary, Graduate Studies
Ms. Manon Tremblay, Coordinator, Centre for Native Education

External Community:

Mr. Anthony Coker, Consultant, Black Studies Centre, External Community
Mr. Curtis George, President, Québec Board of Black Educators / Vice-President
National Council of Black Educators of Canada
Ms. Cynthia Lam, Director, Chinese Family Services of Greater Montreal
Mr. Dave McKenzie, Consultant /Director /Treasurer, Black Studies Centre
Ms. Alanis Obomsawin, Film Maker / Author
Mr. Robert Ottereyes, Director of Finance, Cree School Board
Dr. Dorothy Thomas-Eddings, Associate Professor, McGill University / Board of
Directors, Quebec Black Medical Association
Dr. Elrie Tucker, President, Quebec Black Medical Association

Invitation list for "Report Card Reception"

April 30, 1998

Concordia University Community:

Ms. Angela Alleyne, Advisor, Student Affairs, Arts & Science
Dr. Clarence Bayne, Assoc. Professor/Director, DIA/DSA
Mr. Leslie Becskei, Coordinator, Academic Programs, Engineering & Computer Science
Dr. Claude Bedard, Dean, Graduate Studies & Research, Graduate Studies
Mr. Chenier Belgrave, Caribbean Students' Union
Ms. Marie Berryman, Assistant Ombuds person, Ombuds Office
Ms. Chantale Blackwood, Concordia Student Union
Dr. Donald Boisvert, Dean of Students
Ms. Renee Boucard, African Students' Association
Ms. Jacqueline Brathwaite, Financial Aid Officer, Financial Aid & Awards
Mr. Roger Cote, Acting Dean of Students
Ms. Jocelyne Cottier, Coordinator, New Student Programme
Hon. Marcel Danis, Vice-Rector Institutional Relations
Mr. Jean-Pierre Duschene, Senior Advisor, Academic, Fine Arts
Dr. Linda Dyer, Associate Professor, Management Department
Mr. Charles Ellison, Associate Professor, Music Department
Mr. Charles Emond, Vice-Rector, Services
Dr. Nabil Esmail, Dean, Engineering & Computer Science
Ms. Claudette Fortier, Coordinator, International Students Office
Mr. Frederick Francis, Deputy Director, Centre for International Academic Cooperation
Dr. Sup Mei Graub, Director, Counselling & Development
Dr. Rosemary Hale, Associate Dean, Graduate Studies
Ms. Pat Hardt, Assistant Coordinator, International Students Office
Ms. Chen Feng Huang, Assistant Director, DIA/DSA Program
Mr. Sevag Gosdaniab, International Ethnic Association Council
Dr. A. Bakr Ibrahim, Associate Dean, Commerce & Administration
Mr. Christopher Jackson, Dean, Fine Arts
Ms. Corinne Jette, Professor, Engineering and Computer Science
Ms. Joycelyn Jones, Office of the Registrar
Dr. Jack Lightstone, Provost/Vice-Rector, Research
Dr. Frederick Lowy, Rector & Vice Chancellor
Ms. Claire McKinnon, Communications Coordinator, Commerce & Administration
Dr. Sushil K. Misra, Professor, Physics Department
Dr. Anvari Mohsen, Dean, Commerce & Administration
Mr. Robert Murray, Assistant Professor, Painting & Drawing, Fine Arts
Dr. Dan Otchere, Professor, Economics Department
Mr. Basil Mwawasi, Coordinator, Concordia Minority Institute
Mr. Jean-Francois Plamondon, Graduate Students Association
Ms. Lynne Prendergast, Registrar, Office of the Registrar
Dr. Nii Quao, Concordia Health Services
Mr. Peter Regimbald, Assistant Registrar, Office of the Registrar
Dr. Christopher Ross, Associate Professor, Marketing
Ms. Brenda Rowe, Part-time Faculty, Simone de Beauvoir Institute and Women's Studies
Mr. Matthew Santateresa, Advisor, Student Affairs
Ms. Angie Siano, Acting Director, Health Services

Dr. Martin Singer, Dean, Arts & Science
Mr. David Smaller, Concordia Student Union
Mr. David Tabakow, Counsellor, Counselling & Development
Ms. Manon Tremblay, Coordinator, Centre for Native Education
Ms. Pat Verret, Office, Graduate Awards, Graduate Studies
Ms. Maria Weeks, African Students' Association
Ms. Jo Ann Welsh, Advisor, Student Affairs, Arts & Science
Ms. Maxine West, Concordia Student Union
Mr. Joel Worrel, Caribbean Students' Association
Mr. Harry Zarins, Director, Recreation & Athletics

External Community:

Mr. Noel Alexander, Jamaica Association of Montreal
Mr. Cecil Alfred, Federation of Organizations of Trinidad & Tobago
Mr. Akute Azu, Black Theatre Workshop
Mr. Michael Baffaoe, Black Star Project
Cannon Jim Bennett, St. Paul's Anglican Church
Mr. Brian Bishop, Black Star Project
Mr. Noel Patrick Brady, Black Community Council of Quebec
Dr. Martin Chato, West Island Black Community Association
Mr. Anthony Coker, Black Studies Centre
Mr. Kipling Crooks, K.K. Machine Products Inc.
Ms. Nancy Delva, Black Theatre Workshop Association
Mr. Carlo Doutre, Association of Haitian Teachers of Quebec
Mr. John Durant, Lasalle Black Community Association
Mr. John Edwards, Du Pont Pharma
Mr. Alton Francis, Cardo Associates
Ms. Jane Kouka-Ganga, Dawson College
Mr. Egbert Gaye, "Community Contact"
Mr. Curtis George, Board of Black Educators
Reverend Darryl Gray, Union United Church
Ms. Florette Guilford, Alcan Aluminium Ltd
Mr. Michael Gittens, Cote-des-Neiges Black Community Association
Mr. Siegfroy Gittens, N.D.G. Black Community Association
Mr. Garvin Jeffers, Quebec Board of Black Educators
Reverend Anthony Jemmot, Trinity Anglican Church
Mr. Richard Jones, Vice-Principal, Wagar High School
Mr. Lloyd Kellman, President, Laval Black Community Association
Mrs. June Mayers, President, South Shore Black Community Association
Mr. Neil Mayers, Black Community Resource Centre
Reverend Dave Mills, Evangel Pentecostal Church
Mr. Dan Mulema, Director of Outreach, Union United Church
Ms. Alanis Obomasawin, National Film Board of Canada
Mr. Roben Ottereyes, Cree School Board
Mrs. Sylvia Piggot, Mtl. Association of Black Business Person & Professionals
Ms. Habza Shedlack, Principal, Westmount High School
Mr. Dereje Taye, Ethiopian Community
Dr. Dorothy Thomas Eddings, Occupational Health Dept., McGill University
Mrs. Beverly Townsend, Principal, Coronation School
Dr. Elrie Tucker, Quebec Black Medical Association
Dr. Dorothy Wills, Vanier College

Multiculturalism and Issues of Equity Project Budget 1997-98-99

INCOME

Seagrams funding	47,920.00
School of Graduate Studies	6,000.00
Dean of Students Office	10,000.00
Dean of Engineering & Comp.Sci.	2,000.00
Dean of Arts & Science	2,000.00
TOTAL INCOME	67,920.00

EXPENSES TO DATE

Prof PT Temp *(Consultant)	51,135.00
Office PT Casual (student support)	560.00
Temp Benefits	5,921.00
Casual Benefits	61.60
Promotion	1,476.38
Printing - Internal	1,045.68
Printing - External	114.10
Copier - Internal	35.00
Supplies & Expenses	811.46
Computer Supplies	634.24
Equipment Rental	180.00
TOTAL EXPENSES	61,974.46

BALANCE as of June 4, 1999 5,945.54

*includes salary until end of contract -
Aug.17/99)

Administrative support provided by Advocacy
& Support Services

CONCORDIA UNIVERSITY

Multiculturalism and Issues of Equity Project

"The Black Community Initiative"

(August 1997- August 1999)

OBJECTIVES:

- ⇒ Recruit students from Montreal's black communities to Concordia's graduate and undergraduate programs.
- ⇒ Provide needed support to retain and graduate black students attending Concordia.
- ⇒ Increase the visibility, outreach, and presence of Concordia, in Montréal's black communities.

OBJECTIVE: Recruit students from Montreal's black communities to Concordia's graduate and undergraduate programs.

ACTIVITY <i>(Undergraduate Recruiting)</i>	RESOURCES	ESTIMATED COMPLETION DATE	OBJECTIVES
<ul style="list-style-type: none"> introduce the project to key staff and representatives of black community organizations and churches liaise with coordinators of youth groups within the various black community Associations and churches liaise with teachers, guidance counselors, student representatives and parents committees at area high schools and Cegep's with large black student populations 	<ul style="list-style-type: none"> Advocacy and Support Services Counseling and Development Office of the Registrar's Advisory Committee Quebec Board of Black Educators (QBBE), Black Studies Centre (BSC), Notre-Dame-de-Grace Black Community Association (NDGBCA), Cote-Des-Neiges Black Community Association (CDNBCA), Lasalle Black Community Association (LSBCA), West Island Black Community Association (WIBCA), South Shore Black Community Association (SSBCA), Jamaica Assoc. Federation of Org's of T/dad & T/bgo (FOTTQ), Community Contact 	May 31, 1998	<ul style="list-style-type: none"> inform parents, key personnel in community organizations and area schools about Concordia's programs and services so that they would be able to provide more accurate information in response to students questions. Strengthen the positive image of Concordia
<ul style="list-style-type: none"> conduct workshops on career planning and info-sessions about: entrance requirements, relevant courses, financial aid, peer tutoring programs etc. for groups at Black Community Associations and at high schools and Cegeps with large black student populations work in concert with teachers, guidance counselors and youth group coordinators to organize Concordia tours and student- for- a -day programs 	<ul style="list-style-type: none"> Advocacy and Support Services Office of the Registrar's Counseling and Development Prof. Rowe, Simone de Beauvoir Institute Black Faculty and Staff Advisory Committee Black Student Associations Past and present student volunteers Campus Tours Libraries 	Ongoing	<ul style="list-style-type: none"> inform students about Concordia's programs and services strengthen the positive image of Concordia organize campus tours and let students "see for themselves"
<ul style="list-style-type: none"> work in concert with Black Community Org's., churches, high schools and Cegeps to develop or strengthen tutorial programs - match university students with high school and Cegep students 	<ul style="list-style-type: none"> CDNBCA, NDGBCA, LSBCA, BSC, QBBE, WIBCA, SSBCA Peer tutoring programs at Concordia Black Student Associations 	Ongoing	<ul style="list-style-type: none"> develop a 3 tier mentoring relationship between university, Cegep and high school students. University and Cegep students would take advantage of a work/study, resume building opportunity, while high school students would realize that a university education is possible.

Objective: Recruit students from Montreal's black communities to Concordia's graduate and undergraduate programs.

ACTIVITY <i>(Graduate Recruiting)</i>	RESOURCES	ESTIMATED COMPLETION DATE	OBJECTIVES
<ul style="list-style-type: none"> liaise with Associate Dean and key support staff of the School of Graduate Studies. Review goals and objectives of the project and establish a framework for a working relationship review the graduate applications process and make recommendations 	<ul style="list-style-type: none"> Associate Dean School of Graduate Studies Key support staff, School of Graduate Studies Black Student associations Dean of Students Office of the Registrar's Advocacy and Support Services 	March 31, 1998	<ul style="list-style-type: none"> School of Graduate Studies would embrace the project and commit the necessary resources to realize its goals and objectives School of Graduate Studies would act on recommendations to improve its applications process
<ul style="list-style-type: none"> develop mentoring and peer tutoring program for black graduate students 	<ul style="list-style-type: none"> Alumni & Graduate Students Association School of Graduate studies Advocacy and Support Services Black Faculty and Staff 	Ongoing	<ul style="list-style-type: none"> establish mentoring and peer tutoring program for black graduate students
<ul style="list-style-type: none"> work in concert with school of graduate studies: to provide information sessions about programs and support services to past and present black undergraduate students; to promote graduate programs externally at black community organizations and churches and internally through the various student associations and campus media 	<ul style="list-style-type: none"> Black Community organizations Community Contact Advocacy and Support Services School of Graduate studies Marketing & Communications dep't. Public Relations Dep't. Black Faculty and Staff Black Students Associations Black graduate students 	Ongoing	<ul style="list-style-type: none"> promote programs and support services in graduate studies, to a wide cross-section of potential graduate students
<ul style="list-style-type: none"> develop new sources of financial aid increase funds for scholarship and bursaries develop pilot project to provide "lap top" computers to new black graduate students 	<ul style="list-style-type: none"> Businesses in the Black Community Black Community Associations Alumni Association Financial Aid & Awards Graduate Awards Foundations Govt. programs Other private sectors 	Ongoing In concert with University Fundraising	<ul style="list-style-type: none"> mobilize support from Black Business sector expand the small base of scholarships and bursaries available in the Black Community develop further incentives for students to go on to graduate studies coordinate efforts with University Capital Campaign

OB JECTIVE: *Provide needed support for black students attending Concordia.*

ACTIVITY	RESOURCES	ESTIMATED COMPLETION DATE	OBJECTIVES
<ul style="list-style-type: none"> liaise with Director and staff of Advocacy & Support Services & Student Services review documentation on dept.'s., programs, services attend staff meetings introduce the project and open lines of communication with various departments introduce the project to Black Faculty and Staff 	<ul style="list-style-type: none"> Advocacy and Support services Office of the Registrar Institutional Research Dep't. School of Graduate Studies Advisory Committee Counseling and Development Marketing and Communications Dep't. Public Relations Dep't. Minority Institute Black Faculty & Staff 	February 28, 1998	<ul style="list-style-type: none"> develop an understanding of programs and services currently available key personnel in various dept's. will embrace the project and participate actively in realizing its goals and objectives develop a "core group" of Black Faculty & Staff to form basis of mentor / resource person program
<ul style="list-style-type: none"> introduce project to representatives of various black student organizations establish working partnerships and focus groups within the various student associations 	<ul style="list-style-type: none"> Caribbean Students Union (CSU) African Students Association (ASA) Ethiopian Community Association (ECA) Umoja African Students Union (UASA) Sisterhood of Black Women Ralliement etudiants Haiti - Canada 	March 31, 1998	<ul style="list-style-type: none"> black student associations will play an effective role in the development and implementation of the project
<ul style="list-style-type: none"> work in concert with depts. and focus groups from student associations to develop and test a pilot survey / needs assessment of black students in graduate and undergraduate programs analyze results (feedback) from focus groups. Finalize survey/ needs assessment 	<ul style="list-style-type: none"> Institutional Research Dept. Ethics Dept. Dept. of Sociology Office of the Registrar Advocacy and Support Services School of Graduate Studies Black Student Associations Black Faculty & Staff 	Ongoing	<ul style="list-style-type: none"> develop mechanisms to: 1) establish a database of information on black students. Ex. a profile in terms of - (who they are; where they come from, why they chose Concordia, current program, status etc.), 2) assess black student's needs in terms of programs and services and 3) determine which services they are or are not using and why
<ul style="list-style-type: none"> liaise with faculties, dept's, student associations, and black faculty & staff to develop effective distribution / return channels for the finalized survey 	<ul style="list-style-type: none"> Advocacy and Support Services School of Graduate Studies Office of the Registrar Faculties, Departments Black Student Associations 	Ongoing	<ul style="list-style-type: none"> ensure a significant completion / return rate for survey/needs assessment.

OBJECTIVE: Increase the visibility, outreach and presence of Concordia in Montreal's black communities.

ACTIVITY	RESOURCES	ESTIMATED COMPLETION DATE	OBJECTIVES
<ul style="list-style-type: none"> convene meetings with key staff and representatives of black community organizations obtain feed-back about the role Concordia should play develop framework for working partnerships officially launch the project internally, through a "report card / reception" for all the major participants: The Office of the Rector, Advocacy & Support Services, School of Graduate Studies, all Faculties & Dep'ts. representatives from Black Student Associations and Black Community Associations and Black Faculty & Staff 	<ul style="list-style-type: none"> Advocacy and Support Services School of Graduate Studies Advisory Committee Office of the Registrar's Black Student Associations Quebec Board of Black Educators (QBBE) Black Studies Centre (BSC) Community Contact Churches e.g. Union United Church Black Community. Association's in: Cote-des-Neiges - CDNBCA Lasalle - LSBICA Notre Dame-De-Grace - NDGBCA West Island - WIBCA South Shore - SSBICA; Laval - LBCA Federation of Organizations of T/dad & T/bgo -FOTTQ; Other Island Associations 	April 30, 1998	<ul style="list-style-type: none"> secure working partnerships with representatives of at least twenty (20) Black Community Organizations to promote the project obtain guidelines from Black Community Organizations on the roles Concordia could play in the Black Community introduce the major participants to each other, acknowledge their current contributions and further define their roles
<ul style="list-style-type: none"> develop and launch official project brochure and web site develop and implement public relations campaign throughout the black community establish "Concordia Corners" (areas to post Concordia promotional material) in the various associations and churches 	<ul style="list-style-type: none"> Community Contact Minority Institute Advocacy and Support Services School of Graduate Studies Office of the Registrar's Marketing and Communications Dep't. Public Relations Dep't. Computing Services 	Spring 1999	<ul style="list-style-type: none"> make information about Concordia more visible and easily accessible within the Black Communities organizations will promote Concordia to their membership and the Black Community at large
<ul style="list-style-type: none"> work in concert with representatives of black community organizations and churches to develop and conduct information and training sessions, seminars and workshops in areas of interest and benefit to the community 	<ul style="list-style-type: none"> Advocacy and Support Services School of Graduate Studies Counseling and Development Office of the Registrar Advisory Committee Black Student Associations Black Faculty / Staff Prof. Brenda Rowe, Simone de Beauvoir Institute Minority Institute 	Ongoing	<ul style="list-style-type: none"> improve Concordia's image as a University which is accessible and responsive to the needs of the community it serves

School of Graduate Studies
ACADEMIC ASSESSMENT FORM
École des études supérieures
FORMULAIRE D'ÉVALUATION

FAMILY NAME / NOM DE FAMILLE										GIVEN NAME / PRÉNOM													
INTENDED PROGRAM OF STUDY / PROGRAMME D'ÉTUDES DEMANDÉ																		DATE OF BIRTH					
																		D D M M Y Y					

1455, boul. de Maisonneuve O.
Montréal (Québec)
H3G 1M8
Canada

11/98

8. Please include in narrative statement form, any information which you feel would be of value in considering this applicant. The Graduate Application Committee welcomes recommendations which provide relevant information not found elsewhere in the application materials, which you feel are significant in demonstrating the applicant's ability to complete graduate studies and assume a leadership role in his/her chosen career. / *Veillez nous faire part sur un feuillet distinct de tous renseignements que vous estimez pertinents. Le Comité d'examen des demandes souhaite que lui soient communiquées des informations absentes dans les autres documents de demande d'admission et qui, selon vous, démontrent que le candidat ou la candidate possède les aptitudes pour poursuivre des études supérieures et faire sa marque professionnellement.*
9. Please indicate the representative group with which the applicant is compared.
Veillez cocher le niveau d'études du groupe représentatif auquel le candidat ou la candidate a été comparé-e:
☐ Undergraduate / 1^{er} Cycle ☐ Master's / 2^e Cycle ☐ Doctoral / 3^e Cycle ☐ Unable to judge / Ne puis juger
☐ Other (please specify) / Autre (Précisez): _____
10. What is the approximate size of the group to which this applicant is compared? _____
Quel est le nombre approximatif d'étudiants auxquels le candidat ou la candidate est comparé-e? _____
11. In comparison with other students you have taught or other employees or volunteers with whom you have worked or supervised, how do you rate the applicant in the following characteristics? / *Par comparaison avec d'autres étudiants à qui vous avez enseigné ou avec du personnel ou des bénévoles avec qui vous avez travaillé ou que vous avez supervisés, comment évaluez-vous le candidat ou la candidate par rapport aux critères suivants?*

	Outstanding Best 2% Excellent 2% supérieurs	Very Good Best 10% Très bon, 10% supérieurs	Good Best 25% Bon, 25% supérieurs	Average Best 50% Moyen, 50% supérieurs	Below Average Inférieur à la moyenne	Unable to judge Ne puis juger
Capacity for critical thinking <i>sens critique</i>						
Capacity for analytical thinking <i>sens analytique</i>						
Ability to organize and express ideas orally <i>capacité à organiser sa pensée et à l'exprimer verbalement</i>						
Ability to organize and express ideas in written form <i>capacité à organiser sa pensée et à l'exprimer par écrit</i>						
Ability to conduct research <i>capacité à faire de la recherche</i>						
Ability to work with others <i>capacité à travailler avec autrui</i>						
Motivation toward successful and productive career <i>sens de la carrière</i>						
Ability to work cooperatively <i>capacité à travailler en partenariat</i>						
Ability to work independently <i>capacité à travailler de façon autonome</i>						
Maturity <i>maturité</i>						
Leadership ability <i>capacité de direction</i>						

Signature of Referee / Signature: _____

Date: _____

Concordia Corners

Cote-des-Neiges Black Community Association
6999 Chemin Cote-des-Neiges, 2nd floor, #30
Montréal, Québec H3S-2B8
Tel: 514-737-8321; Fax: 514-737-6893

Jamaica Association of Montréal
4065 Jean Talon West
Montréal, Québec H4P-1W6
Tel: 514-737-8229; Fax: 514-737-4861

NDG Black Community Association
2121 Old Orchard Avenue
Montréal, Québec H4A-3A7
Tel: 514-481-3598; Fax: 514-481-3845

Québec Board of Black Educators
3333 Cavendish #310
Montréal, Québec H4B-2M5
Tel: 514-481-9400; Fax: 514-481-0611

Union United Church
3007, Delisle Street
Montréal, Québec H4C-1M8
Tel: 514-932-8731; Fax: 514-932-8846

Lasalle Black Community Association
65 - 90th Avenue
Lasalle, Quebec H8R-2Z3
Tel: 514-364-2212; Fax: 514-364-7234

Black Community Initiative
Day at Concordia University
January 29, 1999

A report prepared for

Ann Kerby

Director, Advocacy & Support Services

Prepared by

Dave Mckenzie

Consultant, Black Community Initiative

February 05, 1999

Introduction

The Black Community Initiative "Day at Concordia" on Friday January 29, 1999 was a success. A total of 18 participants drawn from various Black Community programs participated. Of these, 11 completed or were completing University degrees, 4 completed high school and 3 completed Cegep. They toured both campuses, networked with faculty and staff over lunch and participated in workshops with Counseling and Development's, Career Resource Centre, Financial Aid and Awards and The Office of the Registrar. The highlight of the day was the networking with faculty and staff over lunch. This proved to be a great experience not only for the participants but also for the faculty and staff.

Background

The tour was coordinated through Denise Pierre, Coordinator of the Social Re-Insertion Program of the Jamaica Association. It was originally scheduled for 30 participants drawn from programs at the Jamaica Association and the CLSC NDG MTL-WEST (see Participants List). Participants were to be part of three groups: (1) persons who completed high school, (2) persons who completed Cegep and (3) completed or were completing university. The day was to start at 9.30 a.m. and conclude at 5.00 p.m. (see Itinerary). It would start with a general, guided tour (1 guide per group of 10) of both campuses that was to be coordinated by Lorraine Toscano through Campus Tours. This would be followed by lunch with faculty and staff. Invitations were E-mailed to 20 faculty and staff and 10 attended. (see Resource Person List). The day would conclude with workshops at: the Office of the Registrars, conducted by Admissions Counsellor Joycelyn Jones, Financial Aid and Awards conducted by Jaqueline Brathwaite and Brenda Brisson and The Career Resource Centre conducted by Susan Hawke and Marlis Hubbard. The workshop presentations were to match the clientele of each group and were to occur simultaneously and rotated to ensure that each group would attend all three.

The Day

The tour started at 10 a.m. instead of at 9.40 a.m., in order to include some participants who had called to say, that they would be late. The actual group on the day, was 18 participants instead of the expected thirty (see Sign in Sheet). Reasons for this included some persons becoming ill, others unable to find baby sitters and others unable to receive the time off from work. It is important to note that at least three of the participants who attended brought their babies along, (such was their commitment) and they were made to feel right at home. In fact, some breast-fed the children at different points throughout the tour. The smaller number of participants, however, resulted in minor changes in the itinerary. For example, on the general tour, the 18 participants were divided into two groups, with one tour guide each. Since there were three guides available, the third guide played a coordinating role directing late comer's etc. In terms of the workshops, the ranks

of the High school and the Cegep groups were the most under-represented, with 4 and 3 participants, respectively, while Group 3 was over-represented with 11 participants. Thus, Group 3 enjoyed extended time at the Career Resource Centre and at Financial Aid and Awards, while groups 1 and 2 joined forces and followed their regular schedule starting with the Career Resource Centre, followed by Financial Aid and Awards and finishing up at Office of the Registrar. In general, the workshops rotated between Financial Aid and the Career Resource Centre between 2 and 4 p.m. and finished with one session with Office of the Registrar between 4 and 5.20 p.m.

The highlight of the day as reported by the participants was the networking with faculty and staff over lunch. Participants received valuable information about all aspects of university life and were provided with important links to faculty and staff, who, not only engaged in spirited discussions with participants but also handed out their cards complete with e-mail, telephone and fax numbers and pledged to provide them with follow-up support. In fact, faculty and staff reported also, that they thoroughly enjoyed the experience and were looking forward to participating in future activities.

Adjustments for the Future

In keeping with the action plan, we will schedule future visits and workshops for potential students. However, the day will be shortened and focus placed on a morning or afternoon session. There will be either campus tours or workshops based on specific areas of interest. For example, library tours, tours of the audio-visual and computer science laboratories, workshops on "getting into Graduate School" (requirements, applications etc.), repeat workshops with Financial Aid and Awards and the Career Resource Centre and the Office of the Registrars and other workshops of interest, as indicated by the future participants.

We will implement more networking sessions with faculty and staff. This could take the form of lunch or evening cocktails or simply a coffee hour. This proved to be the most important and successful part of the Day. We are obliged to build on it.

Conclusion

The day was a success. The participants were committed and they networked with equally committed faculty and staff who provided valuable information about various university programs and services as well as a commitment to providing follow-up support. We will make the necessary adjustments to improve future sessions. Most importantly, from the feed-back that I have been receiving, participants internally and externally, went away with an improved understanding of Concordia, as a place which provides, "the finest education possible in an open and flexible approach, which allows for personal development in a supportive, and nurturing environment." They will spread the word.

List of Participants

Black Community Initiative

Day at Concordia University

January 29, 1999

Staff	Program	Association / Org
Denise Pierre	Au Futur / BWOR	Jamaica Assoc. / CLSC NDG
Magalie Deslandes	Au Futur / BWOR	Jamaica Assoc. / CLSC NDG
Pamela Brown	Social Re-insertion	Jamaica Assoc.
Courtney Sewell	Social Re-insertion	Jamaica Assoc.
Charmaine Dayle	Literacy	Jamaica Assoc.
Amadou Diallo	Accountant	Jamaica Assoc.
Shirley Roberts	Nurse	CLSC NDG
Aileen McCalla*	Saturday Morning	Jamaica Assoc.
Denise Nicholas		CLSC NDG
Students		
Joan Reid	Au Futur / BWOR	Jamaica Assoc. / CLSC NDG
Janel Simpson	Au Futur / BWOR	Jamaica Assoc. / CLSC NDG
Stephanie Davis	Au Futur	Jamaica Assoc.
Pat Rawlings		Jamaica Assoc.
Judy Edwards	BWOR	CLSC NDG
Perry Arko		Jamaica Assoc.
Amin Amandu		Jamaica Assoc.
Debra Butcher	Au Futur	Jamaica Assoc.
Kemba Mitchell	Au Futur	Jamaica Assoc.
Nadine Wynter	Au Futur	Jamaica Assoc.
Trisha Parsons	Au Futur	Jamaica Assoc.
Camille Parsons	Au Futur	Jamaica Assoc.
Coney Villafana		Jamaica Assoc.
Shian Lord	Au Futur	Jamaica Assoc.
Liz Walker	Au Futur	Jamaica Assoc.
Sharon Stupart		Jamaica Assoc.
Beverly Virgo*		Jamaica Assoc.
Jonas Boateng		Jamaica Assoc. ¹
Lida Boateng*		Jamaica Assoc.
Kanko Tskikuka*		Jamaica Assoc.
Cherry Moseley		Jamaica Assoc.
Rosemary Georges		

¹ * denotes current Concordia Student



BLACK COMMUNITY INITIATIVE
Day at Concordia University

January 29, 1999
Itinerary

- 9.30 a.m.** Assemble in Atrium - J.W. McConnell Library Building
1400 de Maisonneuve Blvd. W., (Tel: 848-3615)
- 9.40 a.m.** Start General Tour of Both Campuses
- 12.20 p.m.** End Tour. Assemble in Lobby of Hall Building
1455 de Maisonneuve Blvd. W
- 12.30 p.m.** Lunch with Faculty & Staff in Faculty Club
(Rm. Hall-767; Take the elevator from the Lobby)
- 1.50 p.m.** End Lunch. Head to Workshops
- 2.00 p.m.** Start Workshops

Career Res. Centre
Hall-440

Registrars
LB-700

Financial Aid
LB-085

2-2.45 p.m. Group 1
3-3.45 p.m. Group 3
4-4.45 p.m. Group 2

Group 2
Group 1
Group 3*

Group 3
Group 2
Group 1

*Group 3 *This workshop may be conducted by the School of Graduate Studies*

Resource Persons

Commerce & Administration

Faculty

Dr. A. Bakr Ibrahim
Dr. Clarence Bayne*
Dr. Christopher A. Ross*
Dr. Linda Dyer

Staff

Mr. Basil Mwawasi*
Ms. Chen Feng Huang

Engineering & Computer Science

Faculty

Dr. Sushil K. Misra*

Fine Arts

Faculty

Prof. Charles Ellison

Arts & Science

Faculty

Prof. Brenda Rowe*
Dr. Dan Otchere*

Staff

Ms. Leonie Morris*
Ms. Angela Alleyne

Staff: Support Services

Ms. Pat Hardt*
Mr. Frederick Francis
Ms. V. Marie Berryman
Ms. Jacqueline Brathwaite*
Ms. Joycelyn Jones
Ms. Marcelle Trotman
Ms. Beatrice Francis*
Ms. Averil Barnes

¹

¹ * denotes attended Lunch

Sign in Sheet
Black Community Initiative
Day at Concordia University
January 29, 1999

Staff

Denise Pierre DPierre
Magalie Deslandes Magalie Deslandes
Pamela Brown _____
Courtney Sewell Courtney Sewell
Charmaine Dayle Charmaine Dayle
Amadou Diallo _____
Shirley Roberts _____
Aileen McCalla* Aileen McCalla
Denise Nicholas Denise Nicholas

Students

Joan Reid Joan Reid
Janel Simpson Janel Simpson
Stephanie Davis Stephanie Davis
Debra Butcher Debra Butcher
Judy Edwards _____
Perry Arko _____
Amin Amandu _____
Pat Rawlings Pat Rawlings
Kemba Mitchell Kemba Mitchell
Nadine Wynter _____
Trisha Parsons _____
Camille Parsons _____
Coney Villafana Coney Villafana
Shian Lord _____
Liz Walker _____
Sharon Stupart _____
Beverly Virgo* _____
Jonas Boateng _____
Lida Boateng* _____
Kanko Tskikuka* _____
Cherry Moseley Cherry Moseley
Rosemary Georges Rosemary Georges
Nadine Gargile _____
DONNA FORD _____
Peggy P. _____
Stephane _____
Pierre Jr. _____

Resource Persons

School Of Graduate Studies

Dr. Rosemary Hale, Associate Dean, Graduate Studies

Faculty & Staff: Commerce & Administration

Dr. Clarence Bayne, Director, Diploma in Institutional Administration & Sports Administration
Director, Minority Institute,
Associate Professor, Decision Sciences / Management Information Systems

Dr. Linda Dyer, Professor, Management

Ms. Chen Feng Huang, Assistant Director, Diploma in Institutional Administration & Sports Administration

Dr. A. Bakr Ibrahim, Associate Dean, Commerce
Director, Concordia Centre for Small Business and Entrepreneurial Studies (CCSBES)
Professor, Management

Mr. Basil Mwawasi, Coordinator Minority Institute

Dr. Christopher A. Ross, Associate Professor, Marketing

Faculty & Staff: Fine Arts

Mr. Charles Ellison, Associate Professor, Music

Faculty & Staff: Arts & Science

Ms. Angela Alleyne, Secretary, Vice Dean Student Affairs

Dr. Sushil K. Misra, Professor, Physics

Ms. Leonie Morris, Secretary, Biology

Dr. Dan Otchere, Undergraduate Advisor, Economics / Associate Professor, Economics

Ms. Brenda Rowe, Part-time Faculty, Women's Studies, Simone de Beauvoir Institute

Staff: Support & Services

Ms. Averil Barnes, Gift Processing Clerk, Advancement Office

Ms. V. Marie Berryman, Assistant Ombudsperson

Ms. Jacqueline Brathwaite, Financial Aid Officer, Financial Aids & Awards Office

Ms. Beatrice Francis, Events Coordinator, Conference Services

Mr. Frederick Francis, Deputy Director, Center for International Academic Cooperation

Ms. Pat Hardt, Assistant Coordinator, International Students Office

Ms. Joycelyn Jones, Admissions Counsellor, Office of the Registrar

Ms. Ann Kerby, Director Advocacy and Support Services

Ms. Marcelle Trotman, Records Assistant, Engineering & Computer Science, Office of the Registrar

List of Black Community Associations, Churches and Media

- Ethiopian Community Association
- Black Studies Centre
- Quebec Board of Black Educators
- Côte des Neiges Black Community Association
- Notre-Dame-de-Grâce Black Community Association
- Jamaica Association of Montreal
- West Island Black Community Association
- South Shore Black Community Association
- Lasalle Black Community Association
- Black Star Project
- Union United Church
- *Community Contact*



Concordia University is the place to be

Concordia University has a long history of working with the Black Community and boasts many illustrious black alumni, faculty and staff. The university will continue to work with its black student associations and Black community organizations to identify and eradicate the biases, practices and conventions which operate against the recruitment, retention and graduation of black students, while contributing to a foundation of support and leadership that will increase the participation of students from the Black community in higher education.

To this end, Concordia has embarked on a pilot project with the following objectives:

1. Recruit students from the Black Community to Concordia's undergraduate and graduate programs.
2. Provide the necessary support and services to retain and graduate Black Students attending Concordia.
3. Increase the visibility, outreach and presence of Concordia, in Montréal's Black Communities.



Higher education is the
key to self sufficiency
and advancement

The Multiculturalism
& Issues of Equity Project

Concordia offers you...

...the finest education possible through an open flexible approach, which allows for personal development in a supportive, and nurturing environment.

Faculties

More than 160 undergraduate and graduate programs through its four faculties (Arts & Science, Commerce & Administration, Engineering & Computer Science, and Fine Arts) and its School of Graduate Studies.

Colleges, Institutes and Schools

Five Units within the Faculty of Arts & Science where students can enjoy a more personalized approach to education, i.e. Liberal Arts College, Lonergan University College, School of Community and Public Affairs, Science College, and the Simone de Beauvoir Institute.

Programs

Small classes, flexible class schedules, part-time programs and services for mature students.

Cooperative Education Programs where you can obtain practical on-the-job experience in your academic discipline while continuing your studies towards a degree.

International Exchange Programs where you can study at a partner institution in Europe, Mexico and the United States, while remaining a registered student at Concordia.

Continuing Education Programs where you can take non-credit educational courses designed to help adults refine and improve their skills.



...a variety of creative student services designed to support you in attaining your academic and career goals.

Services

Counselling and Development will assist you in making a smooth transition to university, through their "Smart Start" and personal counselling programs. Through their "Career and Placement Services" program you will plan your career, network with employers and seek a job.

Advocacy and Support Services provides legal information, services for international and disabled students, peer helpers, and student advocates.

The Financial Aid and Awards Office will assist you in seeking and securing the financial assistance necessary to realize your academic goals. They will provide you with work-study opportunities and help you develop strategies to manage your student debt, and prepare and manage your personal budget.

The School of Graduate Studies provides information on graduate programs and services, fellowships, scholarships and bursaries.

Resources

Mentors and resource persons will assist you in making the best academic choices, navigating and adjusting to the system, completing application forms, writing letters of recommendation and statements of purpose, and networking with faculty and staff.

Student Clubs will provide you with opportunities to interact with your peers, exchange ideas, broaden your perspectives and adjust to university life.



Concordia welcomes you

Get that first degree

University graduates are more employable and are better paid than people with high school diplomas. Contact the **Office of the Registrar** regarding admissions at 514-848-2668; Fax: 514-848-2621; Email: admreg@alcor.concordia.ca

Don't stop after completing the first degree

It is now time to develop a disciplined approach to critical thinking, which will guide you in your work, community and personal life. Contact the **School of Graduate Studies** at 514-848-3800; Fax: 514-848-2812; Email: dmunde@alcor.concordia.ca

Improve your skills

A university education gives you a more competitive edge. Grasp the opportunity to explore your interests and ideas and improve your skills. Contact the **Centre for Continuing Education** at 514-848-3600; Fax: 514-848-2806; Email: diubald@alcor.concordia.ca

Get involved

Actively seek more information about Concordia:

- Tour the Campuses
- Attend open houses and information sessions
- Invite Concordia to your high school, cegep, community association to hold information sessions on programs, admission requirements, support services, etc.
- Check out information on Concordia now available at various Black Community Associations
- Check out the Concordia WEB SITE at www.concordia.ca
- Contact the **Multiculturalism and Issues of Equity Project** at 514-848-3536; Fax: 514-848-3502; Email: dave.mckenzie@sympatico.ca



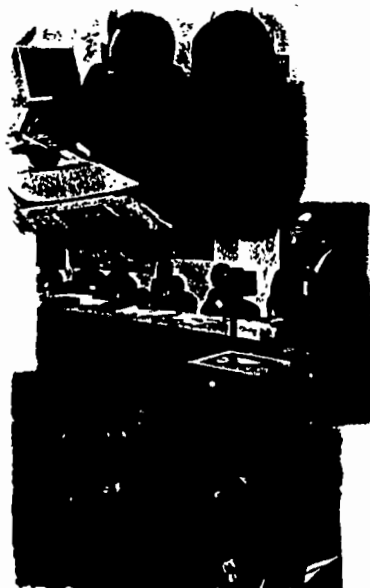
Concordia and the Black
Community Forging a Partnership
For Excellence and Advancement

Concordia est là pour vous

L'Université Concordia a une longue histoire de partenariat avec la communauté noire et s'enorgueillit de compter parmi ses anciens diplômés, ses professeurs et son personnel d'illustres personnalités appartenant à cette communauté. L'Université travaille main dans la main avec ses associations d'étudiants noirs et d'autres organismes communautaires noirs pour identifier et bannir tous préjugés, tendances et conventions susceptibles d'entraver le recrutement, la rétention et la diplomation d'étudiants noirs. Concordia offre des structures de soutien et d'encadrement qui encouragent les étudiants noirs à poursuivre des études supérieures et continuera à le faire afin d'en accroître le nombre.

C'est dans cette perspective qu'elle s'est lancée dans un projet pilote ayant pour objectif de :

1. Recruter des étudiants appartenant à la communauté noire pour ses programmes de 1^{er}, 2^e et 3^e cycles.
2. Fournir le soutien et les services nécessaires au maintien des étudiants noirs à Concordia jusqu'à l'obtention du diplôme.
3. Augmenter la visibilité, le recrutement et la présence de Concordia dans les communautés noires de Montréal.



L'éducation supérieure : la clé
de l'auto-suffisance pour la
communauté noire

Le multiculturalisme
et l'équité

Concordia vous offre...

...l'éducation la plus complète possible dans un cadre d'apprentissage où le soutien, la souplesse et l'ouverture favorisent l'épanouissement personnel.

Facultés

Plus de cent soixante programmes d'études de 1^{er}, 2^e et 3^e cycles, dans ses quatre facultés (Arts et sciences, Commerce et administration, Génie et informatique et Beaux-arts) et son École des études supérieures.

Collèges, instituts et écoles

La Faculté des arts et des sciences compte cinq établissements où les étudiants bénéficient d'un enseignement personnalisé, à savoir : le Collège d'éducation humaniste (*Liberal Arts College*), le Collège Lonergan, l'École des affaires publiques et communautaires, le Collège des sciences et l'Institut Simone de Beauvoir.

Avantages

De petites classes, des horaires souples, des programmes à temps partiel et des services pour les étudiants adultes.

L'enseignement coopératif qui vous permet d'acquérir une expérience pratique sur le terrain dans votre domaine tout en poursuivant vos études en vue d'obtenir votre diplôme.

Des échanges internationaux qui vous offrent l'occasion d'étudier dans un établissement d'enseignement jumelé en Europe, au Mexique et aux États-Unis, tout en restant inscrit à Concordia.

L'éducation permanente qui vous permet, en tant qu'adultes, de suivre des cours non crédités, conçus pour affiner et améliorer vos compétences.



...et toute une variété de services novateurs conçus pour vous appuyer dans l'atteinte de vos objectifs universitaires et professionnels.

Services

Le Service de consultation et d'orientation vous aidera à effectuer en douceur votre passage à l'Université, grâce à son "Smart Start" et ses programmes de consultation personnelle. Grâce à son service Emploi et carrières, vous pourrez planifier votre avenir, entrer en relation avec des employeurs et chercher un travail.

Le Service de soutien et de promotion des droits vous procurera des renseignements juridiques, des services aux étudiants étrangers et aux personnes handicapées ainsi que des services d'entraide étudiants et de défense de vos droits.

Le Bureau d'aide financière et des bourses vous aidera à rechercher et à obtenir l'aide financière nécessaire pour atteindre vos objectifs universitaires. Il vous offrira des possibilités de stage et vous apprendra à élaborer des stratégies de gestion de votre dette d'études et de votre budget personnel.

L'École des études supérieures vous renseignera sur les programmes, les services et les différentes bourses des 2^e et 3^e cycles.

Ressources

Des mentors et des personnes ressources vous aideront à faire le choix d'études le plus judicieux, à naviguer dans le système et à vous y adapter, à remplir des formulaires d'inscription, à rédiger des lettres de recommandation et des lettres de motivation ainsi qu'à entrer en contact avec les professeurs et le personnel. Des clubs d'étudiants vous permettront de vous entretenir avec vos pairs, d'échanger des idées, d'élargir vos perspectives et d'optimiser votre vie universitaire.



Concordia vous attend

Venez décrocher un premier diplôme universitaire

Les diplômés des universités trouvent plus facilement un emploi et gagnent mieux leur vie que ceux des écoles secondaires. Prenez contact avec le **Registrariat** au 514-848-2668; téléc.: 514-848-2621; c.élec.: admreg@alcor.concordia.ca

Ne vous contentez pas de ce premier diplôme!

Le moment est arrivé pour vous de développer une pensée critique rigoureuse qui vous guidera dans votre travail, dans votre communauté et dans votre vie personnelle. Communiquez avec l'École des études supérieures au 514-848-3800; téléc.: 514-848-2812; c.élec.: dmunde@alcor.concordia.ca

Améliorez vos compétences

Une éducation universitaire vous offre un avantage réel sur vos concurrents. Saisissez l'occasion d'explorer vos intérêts et vos idées et vous affinerez vos aptitudes. Appelez l'Éducation permanente au 514-848-3600; téléc.: 514-848-2806; c.élec.: diubald@alcor.concordia.ca

Engagez-vous

Informez-vous activement sur Concordia :

- Visitez les campus
- Assistez aux portes ouvertes et aux séances d'information
- Invitez Concordia à organiser des séances d'information sur ses programmes, ses conditions d'admission, ses services de soutien dans votre école secondaire, votre cégep, votre association communautaire
- Informez-vous sur l'Université Concordia auprès des diverses associations de la communauté noire
- Consultez le site Web Concordia : www.concordia.ca
- Renseignez-vous sur le projet : Le multiculturalisme et l'équité au 514-848-3536; téléc.: 514-848-3502; c.élec.: dave.mckenzie@sympatico.ca



Concordia et la communauté
noire : un partenariat pour
l'excellence et l'avancement

Concordia & the Black Community Forging a Partnership For Excellence & Advancement



BLACK COMMUNITY INITIATIVE

Get Involved!!!

Multiculturalism and Issues of Equity Project

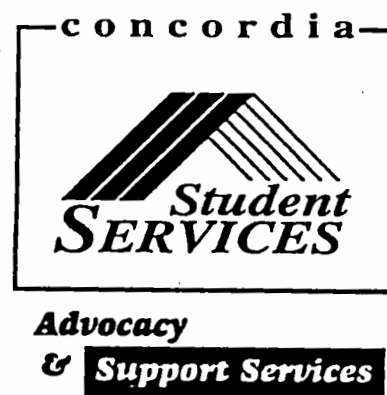
Phone: (514) 848-3536

Fax: (514) 848-3502

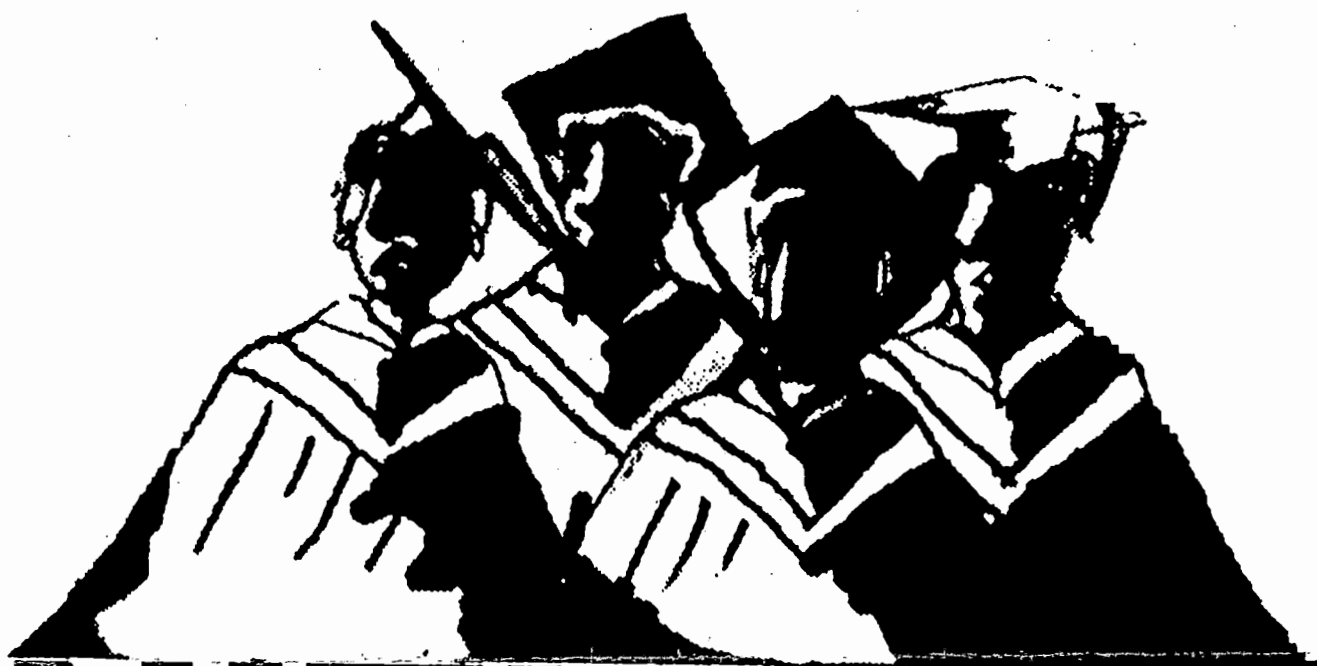
Concordia WEB SITE: www.concordia.ca



Concordia
UNIVERSITY



**Concordia et la communauté noire:
un partenariat pour
l'excellence et l'avancement**



INITIATIVE DE LA COMMUNAUTÉ NOIRE

**Participez au projet
Multiculturalisme et équité
Téléphone: (514) 848-3536
Télécopieur: (514) 848-3502
Site Web de Concordia:
www.concordia.ca**



**UNIVERSITÉ
Concordia**



**Promotion
et défense des droits**